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ABSTRACT

Developed as an annotated guide to instructional materials for teaching about the Arab world, this publication is a resource tool for classroom instruction, development of curricula, professional development, and selection of library resources. Recommendations are made based on a careful evaluation of educational soundness, ethnic authenticity, and technical quality. The guide is divided into three parts: (1) instructional materials--16mm films, video cassettes, filmstrips, student books, and units; (2) professional development materials--books and articles; (3) resources--resources on the Arab world and Arab-Americans, listed by author index, title index, and distributors and publishers. (DB)

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Arab Studies for Teachers

A Critical Guide to Curricular Materials

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ARAB STUDIES FOR TEACHERS

Arab Studies for Teachers

A Critical Guide to Curricular Materials

Mostafa Hefny

Wayne County Intermediate School District
Wayne, Michigan

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—Mostafa Hefny

INTRODUCTION

In 1973, the year of the Arab oil embargo, the United States and Western Europe became dramatically aware of a region of the world that had previously only existed at the margins of public consciousness. To many, it was an undifferentiated, mysterious and exotic land, hinted at in operas like *Scheherezade* or the story of Ali Baba, romanticized in films like *The Thief of Baghdad*, and as much a collection of stereotypes and folkloric information as the history of the American Indians.

The tradition of Western beliefs about the Arab world extended back to the Crusades, which, as every student learned in secondary school and even college, were glorious, righteous wars against the infidels, waged for the glory of a Christian God. Yet Arab scholars had preserved, revived and expanded upon Greek science and philosophy. Arab learning centers in Baghdad, Damascus, Cairo and Moorish Spain attracted scholars from all over medieval Europe and the Orient, while Europeans foundered in the aftermath of the fall of Rome.

Only recently has the West begun to understand the strategic and economic importance of the Arab world. It is centrally located between East and West. The Arab world also controls some of the world's major waterways: the Suez Canal, and the straits of Hormuz, Gibraltar, and Bab El Mandeb in the Red Sea. And it has enormous natural resources—especially oil. These factors, as well as the growing number of Arabs in the United States, make it imperative

to have more than a stereotypical, romanticized understanding of the region and its people.

The Arab world covers the vast geographical area from the Persian/Arab Gulf to the Atlantic Ocean. It is more than just twenty-one sovereign Arabic-speaking states. It is a nation of over 190 million people. They share not only language, but also common bonds of cultural heritage, history, religion and identity. While economic, political, and religious diversity exists, any understanding of this complex Arab world should begin with the understanding of its unifying elements.

The increased importance of the Arab world, coupled with recent trends in multicultural and international education, have generated growing interest in expanding learning about this region. The U.S. Department of Education has funded numerous Arab and Middle Eastern studies programs, as have state and local private and public agencies.

The Arab world still, however, fails to receive sufficient and accurate coverage in school social studies curricula. This is for three principal reasons. First, the Arab world is not considered a distinct area of study in its own right; it is instead presented as part of the less homogenous area known as the Middle East. Yet, in addition to the twenty-one Arab countries, the Middle East includes four non-Arab countries—Afghanistan, Iran, Turkey and Israel. Second, coverage of the Middle East in school social studies curricula, in general, is minimal. Recent studies indicate that world history textbooks, in particular, devote 10% or less of their content to the Middle East. Third, even when this minimal attention is given, consideration of the Arab world in textbooks and other curricular materials is often outdated and culturally biased. The ultimate result is the presentation of a shallow and distorted view of this region of the world to students.

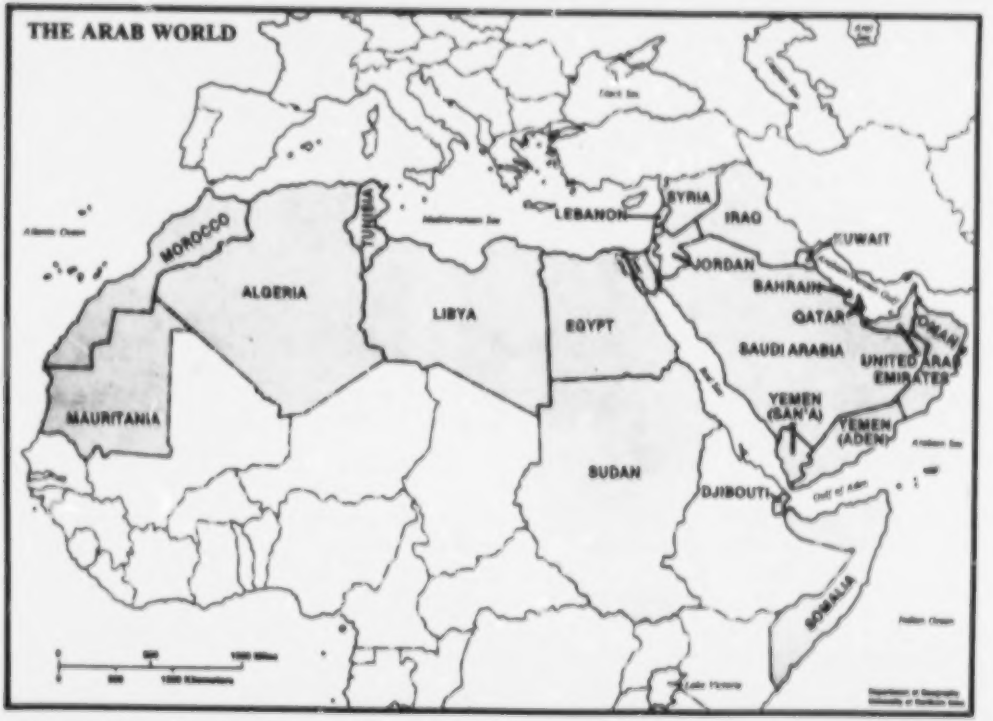
While instructional materials play an important role in shaping the knowledge, skills and attitudes of students, the quality of the individual teacher using these materials determines their effectiveness. With this in mind, professional development as well as instructional materials have been included in this guide. It is intended as a resource tool for class-

room instruction, development of curricula, professional development and selection of library resources.

Items recommended in this volume have been carefully evaluated in terms of educational soundness, ethnic authenticity and technical quality. The instructional materials consist of supplementary teaching aids in the following five formats: 16mm films, filmstrips, video cassettes, teaching units, and student books. These materials are readily available for integration, not only in social studies curricula, but also in language arts, bilingual education, music and art curricula. Professional development materials are limited to books and articles and intended as general references for educators rather than for research scholars.

Special efforts were made to select the most current materials available. This is an important consideration, given the rapid changes occurring in this part of the world. All materials are available for purchase, rental or loan. Lists of distributors, publishers, and resource centers are provided.

It should be noted that some items on Arab-Americans were cited to assist educators in developing an understanding of the estimated two to three million Americans of Arab ancestry. It should be further noted that many of the entries in this volume may be effectively used at the college level, as well as other adult learning settings. Obviously, this guide does not exhaust all eligible titles, but rather represents a pioneering effort, which will hopefully stimulate others to further such studies. As the author intends to update this volume in the future, descriptions of new works in Arab Studies are welcomed.



"Cartography by Brian Harger under the supervision of Dr. Basheer K. Nijim, Department of Geography, University of Northern Iowa."

FORMAT OF THE GUIDE

Items listed within each section are arranged alphabetically by title. The distributor is listed only when it is different from the producer. While many items are available in both 16mm film and video cassette formats, they are listed only once, in either one of the two sections.

The term "social studies" in this volume refers to one or more of the subjects that are part of K-12 social studies curriculum. These subjects may include elementary social studies, world history, geography, political science, current events, philosophy, and anthropology. The term "language arts" refers to reading, English, and world literature.

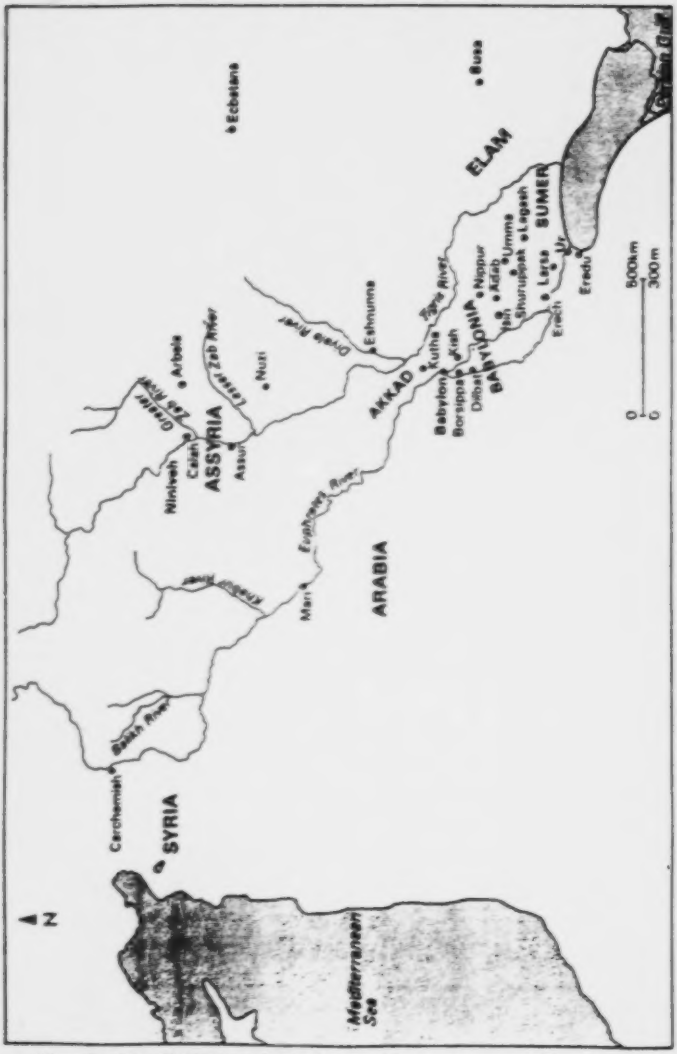
KEY TO ABBREVIATIONS

Producer — Prod
Publisher — Pub
Distributor — Dis
Author — Au
Grade Level — Gr
Subject Area — Subj
Color — Co
Black & White — B/W
Not Available — N/A

PART I

INSTRUCTIONAL MATERIALS

Ancient Mesopotamia, 3100 B.C.-1600 B.C.



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16 MM FILMS

Algeria: The Impossible Independence 1976
Prod: Tordian Troeller 43 min Co
Dis: Icarus Films, Inc.
Gr/Subj: 9-12 (Social Studies)

This film's intention is to document the problems of Algeria's economic development, but it does so with a pervasively Western bias, apparent in the criticism of non-capitalist solutions adopted by several recently independent Third World countries. Nationalization and industrialization, the film argues, are not viable solutions to the problems of underdeveloped countries. As evidence, it cites Algeria's large debts to France and West Germany, the high unemployment rate, and the number of Algerian workers in France. The film also contrasts lifestyles in urban and rural areas and notes the farmers' agricultural problems. While this production is technically sophisticated, its analysis of Algeria's modernization is hardly objective. This film is also suitable for college students and other adult audiences in the context of discussion that would reveal the film's bias.

Ancient Mesopotamia (Revised) 1953, 1976
Prod: Coronet Instructional Films 10 min Co
Dis: Learning Corporation of America
Gr/Subj: 9-12 (Social Studies)

This visually attractive presentation filmed at authentic locales introduces the civilizations of Ancient Mesopotamia. The ancient historical sites of Ur, Babylon and Nineveh pro-

vide the settings for a survey of Sumerian, Babylonian and Assyrian contributions to science, astronomy and civilization in general. Among the specific topics covered are the invention of the wheel, cuneiform writing, the Hammurabic code of laws, and irrigation systems.

The Arab Identity: Who Are the Arabs? 1976
Prod: Learning Corporation of America 30 min Co
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

Although the intent is to define "the Arab identity," the film makes two mistakes: first, in spite of its stated purpose, it emphasizes an immense cultural, social and political diversity in the Arab World. Second, its extensive coverage of Islam unintentionally reinforces the misconception that all Arabs are Muslims. Arab identity is perhaps more realistically defined in terms of cultural identity—history, language, and customs—not by religion alone. Also, the figure of 450 million as the Muslim world population is extremely outdated. In general, the photography and technical quality of this film are excellent. Pre- and post-viewing discussion focusing on the issue of Arab identity could enhance the film's educational value.

The Arab-Israeli Conflict 1974
Prod: Atlantis Productions, Inc. 20 min Co
Gr/Subj: 9-12 (Social Studies)

In spite of its brevity, this film successfully analyzes the history of the Arab-Israeli conflict from the time of Abraham until the 1973 war. Maps illustrate the location of the various countries, cities and the Israeli-occupied territories, and film clips bring the viewer actual footage of World War II and the Arab-Israeli wars. Unfortunately, the discussion and film clips indirectly reinforce stereotypes of backward and rural Arabs, and the film reflects no developments since 1973. However, with the alternative solutions to the problems, and the balanced reactions of both Arabs and Israelis, the film is effective for any historical study of their conflict.

Arabesque 1976
Prod: Pyramid Films 7 min Co
Gr/Subj: 10-12 (Art, Computers)

A strikingly beautiful and highly specialized film—testimony to the unlimited potential of computers in the graphic arts. John Witney uses the computer to produce a variety of Islamic color graphics from basic geometric designs (arabesques). The background music heightens the artistic value of the film and successfully replaces the commentary. In addition to illustrating arabesque as a distinctly Islamic innovation, the film can enhance students' perception and open their eyes to the possibilities of artistic creation.

Art of Islam 1970
Prod: ACI Films, Inc. 10 min Co
Dis: AIMS Instructional Media Services, Inc.
Gr/Subj: 7-12 (Art)

The Islamic religion and the Qur'an have strongly influenced Islamic arts and crafts. While this film purports to survey pictorially the development of Islamic art, the works shown are mainly from the Fatimid period and almost exclusively from the Islamic Museum collection in Cairo. The film is short and therefore limited in scope, but it constitutes an effective introduction to Islamic art and culture.

Classic Tales Retold: Aladdin and His Lamp 1977
Prod: Bailey Films 9 min Co
Dis: BFA Educational Media
Gr/Subj: K-3 (Language Arts)

In this interesting cartoon version of the original popular folktale from the Arabian Knights, Aladdin, a poor boy, is tricked by a sorcerer into getting a magic lamp from a haunted cave. Aladdin becomes dependent on the lamp to fulfill his desires and in the end learns a moral lesson: one must work for what one wants. An excellent rendition and strongly recommended for introducing other Arabic folktales to young children.

Discovering the Music of the Middle East 1968
Prod: Film Associates 21 min Co
Dis: University of Arizona, University of Minnesota
Gr/Subj: 7-12 (Music)

An informative and balanced introduction to the traditional music, instruments and dances of different regions of the Middle East. Musicians in the studio demonstrate instruments from the lute, drum, and zither families, and illustrate the varied rhythmic effect and highly ornamented melodic lines of Middle Eastern music. The film is weak in its lack of footage of actual musical and dance performances, and it offers the inadequately documented thesis that the similarities of Middle Eastern music are due to the spread of Islam.

Egypt—Cradle of Civilization 1962
Prod: Encyclopedia Britanica Educational Corporation 12 min Co
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

An interesting overview of ancient Egyptian religion, economy, government, and ancient Egyptian contributions to the development of western civilization. This well-photographed and scripted film is concise, straightforward and objective.

Egypt: The Struggle for Stability 1975
Prod: Learning Corporation of America 28 min Co
Gr/Subj: 10-12 (Social Studies)

Although one of the leading countries in the Arab world, Egypt is challenged by serious economic and social problems coupled with limited natural resources. In 1975, thirty-seven million people were jammed into a narrow strip of arable land along the Nile. Traditional culture and values impede economic and social development. This film dramatizes the problems of transition with striking examples of poverty. Yet the problems are frequently exaggerated and distorted, as

there is no coverage of more affluent social settings. At the same time, in a clearly biased statement, Egyptians are accused of doing nothing to bring about change.

Egyptian Pyramids: Houses of Eternity 1978
Prod: National Geographic Society 20 min Co
Gr/Subj: 6-12 (Social Studies, Bilingual Education)

An interesting study of the construction of the pyramids and the social structure of ancient Egypt. Recounting Egyptian dynastic history and the most important kings, the film explains that in ancient Egyptian religion the pharaohs were divine and built the pyramids as acts of worship. Contrary to popular belief, the Egyptian peasants willingly participated in these enormous endeavors. The structure and locations of these "houses of eternity" make them monuments of architectural genius. The film's simple language and straightforward approach will appeal to younger students; it would also serve as an excellent supplemental and motivational component in a larger unit of study.

Families of the World: Yemen 1976
Prod: UNICEF 44 min Co
Dis: Journal Films, Inc.
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

This film examines social change in modern Yemen by focusing on the impact of economic development and large scale education on traditional Yemeni family roles. Depicted is a large extended family including the mother, the father, and eleven brothers and their wives, one brother, after seven years of marriage, is saving his money to go back to school. Contrary to the traditional roles of women, one of the wives has become a school teacher and intends to obtain a college degree. This film provides an excellent illustration of the problems associated with modernization in underdeveloped rural societies.

The Holy Qurân 1978
Prod: Phoenix Film and Video, Inc. 18 min Co
Gr/Subj: 9-12 (Art, Social Studies, Bilingual Education)

Originally, the Qurân was an oral recitation until it was formally written for the first time after the death of the prophet Muhammad. Since then it has always been written in Arabic, and according to Islamic teaching it cannot be altered in any way. Until the introduction of modern printing technology, the Qurân has always been handwritten in a fine, artistic style. This film traces the development of Qurânic calligraphic styles, including early Kufic, cursive Naskh, and the Muhaqqaq of the Mamluk's period, where Qurânic calligraphy reached its peak. Although the film oddly shifts focus from calligraphy to Qurânic chanting near the end, its artistic and educational value are excellent, representing 16mm filmmaking at its finest.

In Search of the Mummy's Curse 1976
Prod: Alan Landsberg Productions 24 min Co
Dis: Pyramid Film & Video, Inc.
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

This interesting film recounts the discovery and first opening of King Tut's tomb, including tales and rumors concerning the subsequent death of thirty members of the expedition. Although limited in curricular value, the film is very entertaining and could generate further interest in ancient Egyptian history and mythology.

Iraq: Stairway to the Gods 1973
Prod: Centron Educational Films 27 min Co
Dis: Coronet Films & Videos
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

A historical study of the ancient Mesopotamian civilizations of Sumeria, Babylonia and Assyria through exploration of the archeological remains of Nineveh, the capital of Assyria, as well as some other sites. Archeological pro-

cedures are wonderfully dramatized, with special focus on how archeologists learned to read the cuneiform inscriptions writing found on clay tablets at excavation sites. The presentation is advanced and might require some introduction prior to viewing.

Islam and the Sciences 1978
Prod: Phoenix Films, Inc. 23 min Co
Gr/Subj: 7-12 (Science, Social Studies, Bilingual Education)

According to the prophet Muhammad: "Seeking knowledge is obligatory for every Muslim." This film surveys the Islamic contributions to the world's store of knowledge from the seventh century A.D. to the present. Among the topics covered are inventions, artifacts and monuments, as well as geometry, algebra, medicine, zoology, botany and astronomy. A tribute to the special place of knowledge in the teachings of Islam, the film is insightful, objective and technically sophisticated.

Jerusalem and Its Contributions 1970
Prod: Atlantis Productions, Inc. 16 min Co
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

As a city, Jerusalem has contributed significantly to the history of three major religions: Christianity, Judaism and Islam. Adopting a travelogue format, this film contrasts old and new in the city and gives an overview of the three religions, with a slight emphasis on the Jewish faith. The foreign accent of the thirteen year old narrator enhances the film's authenticity, but at times is hard to follow.

Jordan N/A
Prod: Universal Studies for Hashemite Kingdom of Jordan 19 min Co
Dis: Jordan Information Bureau
Gr/Subj: 6-12 (Social Studies, Bilingual Education)

An overview of Jordan's past and present, this film vividly portrays current progress in industry, agriculture, education, housing and communications. Traditional costumes and ancient cities are contrasted with modern dress, cities and lifestyle. Unfortunately, the view of modern Jordan is somewhat exaggerated and optimistic, given such problems as inflation, housing shortages and the pressures of continuing Israeli control of the West Bank. Because of its lack of depth, the film is limited in its value for high school students, though it could be used to capture attention in a larger unit on the Arab world.

Jordan and the Wonders of Petra 1972
Prod: Baily Films Associates 16 min Co
Dis: Mar Chuck Film Industries
Gr/Subj: 6-12 (Social Studies, Bilingual Education)

This film surveys the ancient cities and civilizations of Jordan, giving special attention to the city of Petra and emphasizing the imprints of the Greek and Roman empires. In visits to three historical sites, the photography beautifully combines symbols of past and present, creating a visual and narrative approach with broad audience appeal.

The Middle East: Leadership and Identity (Egypt) 1979
Prod: Coronet Instructional Films 28 min Co
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

This comprehensive look at modern Egypt stresses the closing gap between peasants and city dwellers and discusses the major achievements in industry, agriculture, communications and education. This film reinforces the image of modernization, stability and political moderation of

the Egyptian government (an image shattered by Anwar Sadat's assassination). The prosperity of Egypt, as shown in the film, is misleading; an important factor, the remittances of over three million Egyptians working abroad, is omitted from the discussion.

Mid East: Arts, Crafts, Architecture 1978
Prod: Vocational and Instructional Film Ltd. 18 min Co
Dis: BFA Educational Media
Gr/Subj: 10-12 (Art, Social Studies)

A beautifully photographed film covering the arts, crafts and architecture of the Middle East, and emphasizing the artistic legacy of the Islamic period. Many details of calligraphy, rugmaking, leather, mosaics and architecture; footage of actual production of crafts such as miniature paintings, calligraphy, tile making and weaving. Unfortunately, the film offers little information on the origins of Islamic art and the meaning of artistic creation in the Islamic faith. With an introduction to the content and vocabulary, however, this is still an effective educational tool for younger audiences.

Mid East: Economic Development 1978
Prod: Vocational and Industrial Films Ltd. 18 min Co
Dis: BFA Educational Media
Gr/Subj: 7-12 (Social Studies)

This visually attractive film discusses economic development in six Middle Eastern countries—Saudi Arabia, Abu Dhabi, Iran, Morocco, Egypt and Kuwait—and describes their plans to build an economic future after the depletion of their energy resources. Oil is assumed to be their main source of revenue, though it is not in Egypt and Morocco, and oil wealth is represented as the sole factor bringing about urbanization and industrialization.

Mid East: Pioneers of Science 1977
Prod: Vocational and Instructional Film Ltd. 20 min Co
Dis: BFA Educational Media
Gr/Subj: 9-12 (Science, Math, Social Studies)

This film surveys ancient Middle Eastern contributions to modern science and technology. The wheel, the axle, the lever, the waterwheel and the windtower provided foundations for mordern technology. Arabs, in particular, were pioneers in math, chemistry, astronomy and geography, and they transmitted ancient Greek and Roman manuscripts that made the European renaissance possible. This film is an excellent awareness builder for math and science classes.

Of Time, Tombs and Treasure: Treasures of King Tut 1977
Prod: Exxon Corporation 28 min Co
Gr/Subj: 9-12 (Social Studies, Art)

An excellent history and documentation of the discovery of King Tut's tomb and the variety, extensiveness and beauty of its treasures. Footage of jewelry and artifacts rarely seen in other sources on Egyptian art makes this film an exhibition in itself. Outstanding photography and sound effects. This film would be excellent for art and art history classes.

Oil in the Middle East 1973
Prod: National Broadcasting Services (NBC) 29 min Co
Dis: Films, Inc.
Gr/Subj: 9-12 (Social Studies)

This film, prepared from a television documentary, examines the oil crisis of 1973, surveying the major Middle Eastern oil-exporting countries and their reserves with special attention given to Saudi Arabia. Interviews with leading Saudi, Kuwaiti, and Iranian officials show how the Arab oil exporting nations used their energy resources as a political weapon to influence American and West European

policy in the Middle East. Arabs are depicted as greedy people, trying to blackmail the American government; yet the film raises the question of whether the Arabs or American oil companies were causing the crisis. An excellent film for the historical study of the 1973-74 oil crisis.

Preserving Egypt's Past 1982
Prod: National Geographic Society 28 min Co
Gr/Subj: 10-12 (Social Studies)

This sophisticated and visually attractive documentary, made possible by Gulf Oil, describes the ancient Egyptians' quest for eternal life and the manifestation of that quest in their religion and mythology. Today, the ancient monuments are threatened by natural wear and tear, the demands of agriculture and technology, and the artificial lake created by the Aswan Dam. The film shows the efforts of archeologists to survey, document and preserve ancient Egyptian remains. Orientation and background information should precede a viewing of the film; the excellent study guide includes a definition of terms and suggests six follow-up activities.

Price of Change 1982
Prod: Elizabeth Fernea 26 min Co
Dis: University of Texas at Austin, Icarus Films, Inc.
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

Women's issues differ from one Middle Eastern country to another, depending on social, political and economic circumstances. *Price of Change* is about the significant gains of Egyptian women in the areas of education, employment, birth control and family role since the 1952 revolution. Women represent over one-third of college graduates in Egypt, constitute close to 40% of the work force, and make pay equal to that of men. Such gains have enhanced the status of women both in the home and in society at large. These issues are explored through interviews with a cross-section of Egyptian women: a factory worker with four

children, a rural community leader, a doctor, a social worker, and a member of the parliament. The entire film is shot in the places where these women actually function, providing a strong sense of reality and authenticity.

Saudi Arabia 1979
Prod: National Broadcasting Services (NBC) 18 min Co
Dis: Films, Inc.
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

This film very successfully takes an inside view of Saudi Arabia and asks that Americans try to understand Saudi culture without condemning it. Modernization and social change, spurred by the tremendous wealth derived from energy resources, are the major issues confronting Saudi society today. The film explores the resulting conflicts between modern and traditional values and lifestyles objectively and from a non-Western point of view. The sharp contrast between past and present is beautifully illustrated in scenes of men in traditional clothes carrying guns, swords and daggers in a parade honoring the king. This is one of the best films depicting Saudi Arabia from the "inside."

Saudi Arabia: The Oil Revolution 1976
The Arab Experience Series
Prod: Learning Corporation of America 30 min Co
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

A brief history of Saudi Arabia introduces this survey of the challenges of modernization and social change to the traditional Saudi society. The current social and economic revolution includes literacy programs, modern housing, education, land reclamation, and the employment of women. It affects the "four faces" of Saudi society: farmers, urban dwellers, sailors and nomads. This film is a good overview of the changes in Saudi society; it is also good for discussion about effects and problems of rapid social change on static cultures in general.

The Traditional World of Islam (An Introduction to six film series)

This series of six films, produced in conjunction with the 1976 London Film Festival of Islam, examines different aspects of Islam and Islamic tradition. The films deliberately depict the most traditional Islamic society and the most classical and idealized Islamic beliefs and practices. Teachers using the films should point this fact out to their audience to avoid reinforcing stereotypes of Islam and the Moslem world. The films complement each other, but they may be used separately.

Traditional World of Islam #1: Unity 1977
Prod: Steven Cross Ltd. 30 min Co
Dis: Arizona State University, University of California, Berkeley, University of Michigan
Gr/Subj: 10-12 (Social Studies, Bilingual Education)

This film explores the significance of the Qurán, Mecca, and the prophet Muhammad to the Islamic faith. Islam, which is simply defined as submission to God, unifies diverse nationalities; Muhammad, though highly revered, is human and mortal. The rituals performed by Muslim pilgrims to Mecca are found to derive from the life of Muhammad, and their purpose is to rid oneself of evil. Unfortunately, the film has several drawbacks: almsgiving "zakat" and fasting during the month of "Ramadan," two of the five "pillars of Islam," are not discussed; women are rarely seen and toward the end, the attitude towards Islam becomes slightly negative.

Traditional World of Islam #2: Nomad and City 1978
Prod: Steven Cross Ltd. 28 min Co
Dis: Arizona State University, University of California, Berkeley, University of Michigan
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

This film contrasts the urban life in Sana'a and Fez with the nomadic Berber, Bakhtiari and Turkoman peoples. De-

spite very different lifestyles, the film argues, nomads and urban dwellers are interdependent and share a devotion to Islam. However, there is a significant weakness to this argument: Sana'a and Fez are not very urbanized and do not represent typical urban lifestyle in Muslim countries. The film is generally narrow in scope and dull in its approach. Recommended for use only as part of a comprehensive study of Arabic culture or lifestyle.

Traditional World of Islam #3: Man and Nature 1977
Prod: Steven Cross Ltd. 28 min Co
Dis: University of Arizona, University of California, Berkeley, University of Michigan
Gr/Subj: 6-12 (Science, Social Studies)

In Islam, humans are the link between nature and God; they are expected not to damage nature but to work with it and adapt it to meet their needs. This film provides a thorough historic account of the Islamic adaptation to harsh environmental conditions, which are depicted by exceptionally beautiful and authentic photography. Footage of waterwheels, windtowers and windmills, dams, underground canals and ice factories illustrates Islam's creative techniques for making an inhospitable environment livable. This is probably the best film in the *Traditional World of Islam* series.

Traditional World of Islam #4: Patterns of Beauty 1977
Prod: Steven Cross Ltd. 30 min Co
Dis: University of Arizona, University of California, Berkeley, University of Michigan
Gr/Subj: 7-12 (Art, Social Studies)

In the Islamic tradition, art is a way of knowing the world and nature; artistic creation is an act of piety. This film presents a visually and auditorily attractive survey of Islamic art, with emphasis on Arabesque, calligraphy and architecture as its major forms. Origins of Islamic aesthetic traditions and their interrelationships with the various cultures that

came under Islamic rule was not covered, however, junior high students will need orientation to the content and vocabulary of the film.

Traditional World of Islam #5: Knowledge of the World 1977
Prod: Steven Cross Ltd. 28 min Co
Dis: University of Arizona, University of California, Berkeley, University of Michigan
Gr/Subj: 10-12 (Social Studies, Bilingual Education)

Knowledge and our human need to learn are two basic concepts of Islam: "Knowledge is God's gift," the prophet says, and "seek knowledge from cradle to grave." This film examines Islam's scientific and technological contributions to human knowledge and takes the viewer to the two great Islamic educational institutions of Isfahan, Iran and Al-Azhar in Cairo, Egypt. There are visits as well to hospitals, universities, and observatories, and a thorough, visually attractive survey of mosques, from the earliest (illustrated in ancient paintings) to the most recent.

Traditional World of Islam #6: Inner Life 1977
Prod: Steven Cross Ltd. 28 min Co
Dis: University of Arizona, University of California, Berkeley, University of Michigan
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

A study of Islamic mysticism, particularly the teaching and practices of sufism, as a means for spiritual union with God. The different sufi orders and their rituals are reviewed in Egypt, Morocco, Turkey and India. Each order has a guide or master who is considered the order's ultimate spiritual leader, helping the followers attain a higher level of spiritual life and improving the follower's spiritual awareness of others. The film perpetuates the stereotype that members of sufi orders are poor, humble and uneducated, even though Muslim fundamentalism, which has recently swept many Islamic countries, has resulted in a sizeable middle class

membership of sufi orders. Women and urban settings are almost totally absent from the film. This narrow scope limits its curricular usefulness except as part of a broader unit of study on Islam.

The United Arab Emirates: A New Oil Nation 1976
Prod: Oxford Films 14 min Co
Dis: AIMS Instructional Media Services, Inc.
Gr/Subj: 6-12 (Social Studies, Bilingual Education)

In an interesting chronological account, this film traces the transformation of the United Arab Emirates from a nomadic merchant society into a modern society after the discovery of oil. Beautiful visuals of new cities, harbors and airports, as well as other signs of growth and prosperity, illustrate positively how the country spends its petrodollars.

Yemen 1976
Prod: Journal Films, Inc. 18 min Co
Gr/Subj: 6-12 (Social Studies, Bilingual Education)

A good overview of the geography, economy, politics, culture and lifestyle of the Yemen Arab Republic, one of the poorest and least developed in the Arab world, and one which receives little other film coverage. Interviews with two young professional people reveal the challenges that urbanization and modernization have brought to the people of Yemen, whose customs and traditions are explored in detail and presented in a dignified and unbiased manner. Questions included in the teacher's guide should help reduce planning time without limiting the breadth of class discussion, but teachers who use the film will have to update some information because of Yemen's rapid social and economic development.

VIDEO CASSETTES

Ancient Lives: The Village of the Craftsman 1985
Prod: Films for the Humanities 23 min Co
Gr/Subj: 10-12 (Social Studies)

This detailed study of life in ancient Thebes provides an overview of culture and lifestyle in ancient Egypt at the height of its power. The richness of life in the Nile Valley is contrasted with the aridity of the surrounding desert. Beautiful footage of the tomb and treasures of King Tut and a discussion of the skilled craftsmanship of the treasures.

Arab Women 1982
Prod: University of Texas at Austin (two parts, 60 minutes each, Co)
Gr/Subj: 11-12 (Social Studies, Bilingual Education)

This provocative presentation begins by exploring the origins of negative Western perceptions of Arabs. Two professors from the University of Texas argue that Arabs were superior to the West up to the seventeenth century. Current Arab stereotypes are rooted in ancient Western jealously, mistrust and defensiveness. The presentation goes on to discuss the position of women in Islam and in Arab society, then addresses more specific topics such as family planning in Egypt, women in government, women's dress and the impact of the Muslim fundamentalist revival, and finally the roles of Palestinian women in Lebanon.

Arabs in America 1981
Prod: Center for Ethnic Studies: University of California in Los Angeles 28 min Co
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

An interesting and perceptive overview of Arabs in the United States, this presentation explores the history and patterns of Arab immigration to the United States and the contributions of Arab-Americans to this country. The difficulties confronting Arab-Americans first as immigrants and then as a recognizable ethnic minority are examined. An excellent introduction to any unit of study on Arab-Americans.

Dreams and Rituals 1985
Prod: Films for the Humanities 29 min Co
Gr/Subj: 10-12 (Social Studies)

The dreams of ancient Egyptians, together with their interpretations, had been recorded on papyrus giving us invaluable insights into the fears, joys, frustrations, and aspirations of ancient life. This video provides a sophisticated presentation of dreams and their interpretation in ancient Egypt, focusing on the lives of an oracle, a magician, a scribe and a prince (a cross-section of ancient Egyptian society). The videotape also illustrates how ancient Egyptian craftsmen and artisans prepared their tools and colors and describes how thieves were punished.

Family Matters: The Role of the Family in the Middle East 1984
Prod: Encyclopedia Britanica Educational Corporation 25 min Co
Gr/Subj: 11-12 (Social Studies, Bilingual Education)

A sophisticated discussion of the Middle Eastern family, this video closely examines the impact of modernization and economic development in the Middle East. Traditionally, the Middle Eastern family has been an extended, patriarchal unit. In politics and business, Middle Easterners tend to sur-

round themselves with their relatives. The line between family and state in Arab/Persian Gulf countries remains blurred. The video examines how social, political and economic changes in the Middle East have further threatened the old values and lifestyles and led to the revival of fundamentalism.

The Five Pillars of Islam 1983
Prod: Films for the Humanities 30 min Co
Gr/Subj: 10-12 (Social Studies, Bilingual Education)

The basic beliefs and teachings of Islam have remained the same for some fourteen centuries; the religion currently has more than 800 million followers. This presentation explores the five pillars of Islam from a historical and religious perspective, revealing Western bias in the discussion of the conflict between traditions and demands for modernization. There are very few scenes of modern muslims or urban lifestyles, and the presentation reinforces the stereotype of the "belligerent muslim" in its footage of armed civilians and its statements about "the holy war." The videotape has curricular value, but needs class discussion to counter the biases and stereotypes.

Islam—Islamic Art 1983
Prod: RM Productions 30 min Co
Dis: Films for the Humanities
Gr/Subj: 9-12 (Art)

Islamic art is founded on the belief that art is a way of knowing the world and nature; artistic creation is therefore an act of piety. Islamic law forbids as idolatry, however, the portrayal of the human figure. Nonetheless, such avenues as arabesque, calligraphy and architecture remain for artists to explore. All the examples are beautifully photographed, including numerous mosques and Qur'anic schools.

Musical Instruments of the Arab World
(An Introduction to three video cassette series)

Music, like the other arts, reflects the experience, feelings and mood of a whole people, not only of the individual artist. Although considered a "universal language," musical expression varies from culture to culture, reflecting unique characteristics and experiences. The goal of this series of video cassettes is to introduce certain characteristics of Arabic music, emphasizing some parallels with Western music and musical instruments. Since musical expression can typify a culture, this series can also act as an introduction to Arab culture.

Musical Instruments of the Arab World 1982
I: An Overview
Prod: Arabic Language Bilingual Materials Development Center 10 min Co
Dis: Arab-American Media Society
Gr/Subj: 3-6 (Music, Bilingual Education)

This presentation introduces six Arab musical instruments—the oud, kanoun, nay, kamenjah, derbecki, and deff—and demonstrates how they are played. Unfortunately, the studio demonstration of the instruments separately, then in ensemble, is a bit too dry. Actual concerts would have added flavor to this otherwise good demonstration.

Musical Instruments of the Arab World 1982
II: Arabic and Western Instruments
Prod: Arabic Language Bilingual Materials Development Center 15 min Co
Dis: Arab-American Media Society
Gr/Subj: 3-8 (Music)

This well-produced video cassette compares some Arabic instruments to their Western counterparts: the oud to the guitar; the kanoun to the autoharp; the deff to the tambourine; and the derbecki to the bongo drums. In the final segment, four musicians play a selection of traditional Arab

music. This video cassette is more limited in scope than the *Overview* (preceding item), limiting its use to music classes only.

Musical Instruments of the Arab World III: A Close-up 1982
Prod: Arabic Language Bilingual Materials Development Center 15 min Co
Dis: Arab-American Media Society
Gr/Subj: 3-8 (Music)

This video cassette closely examines the oud, nay, kamenjah, and derbecki, discussing more specific characteristics of each instrument and demonstrating how each is played. Concluding with an ensemble playing a selection of Arabic music, the video is most pertinent to music classes.

Qurânic Schooling in a Changing World 1984
Prod: The Middle East Center, University of Pennsylvania 23 min Co
Gr/Subj: 10-12 (Social Studies)

This presentation closely examines the history of Qurânic schooling in Indonesia, Morocco, Senegal and Yemen, explaining its importance in the total educational process and describing changes brought about by urbanization, large-scale education, and general modernization. Secular educational programs have been implemented, and, for the first time girls have been admitted. Unfortunately, there is no mention of Qurânic schooling in Egypt, although one of the few Islamic countries where Qurânic and secular education go side by side up to the college and graduate levels, as in Cairo's University of Al-Azhar.

Saudi Arabia: A Country in Motion 1984
Prod: Pacific Mountain Network 15 min B/W
Gr/Subj: 11-12 (Social Studies, Bilingual Education)

An excellent contrast of pre-1970's Saudi society with the current social and economic changes brought about by

oil wealth. Billions of petrodollars every year go into industry, construction and education. The family remains important, but urbanization and modernization have changed family life considerably. This balanced and informative presentation is certainly one of the best on Saudi Arabia.

Saudi Arabia: Women and Family 1984
Prod: Pacific Mountain Network 15 min B/W
Gr/Subj: 11-12 (Social Studies, Bilingual Education)

An insightful presentation on the position and role of women in the Saudi family. The conservative Saudi society is still generally segregated and patriarchal in family structure. Since dating is not socially acceptable, parents still have the primary role in selecting a husband for their daughter. Frustration is evident in the interviews of young women, most of whom, the presentation stresses, will marry and live behind walls.

The Saudis 1980
Prod: BFA Educational Media 49 min Co
Gr/Subj: 11-12 (Social Studies)

This is a lively and well-researched introduction to the Saudis. Through interviews, this video cassette explores and clarifies various aspects of Saudi culture and society, including the structure of government, the working of the political system, business practices, the status of women, and the influence of Islamic law in regulating daily life. The video is perceptive and well-produced, and would be effective for civic groups and other adult audiences as well as high school students.

A Visit to an Arab Festival 1983
Prod: Center for Near Eastern and North African Studies, University of Michigan 20 min Co
Gr/Subj: 4-12 (Social Studies, Bilingual Education, Art)

This vivid and lively presentation goes to the heart of the Arab culture as maintained by an estimated 200,000 Arab-

Americans in the Detroit metropolitan area. A visit to the annual Arab World Festival in Detroit shows artifacts, posters and paintings exhibited in the festival art gallery, beautiful onsite footage of food and entertainment, and interviews with various coordinators, participants and guests. The inclusion and clarification of many cultural terms further enhance the curricular value of this video.

FILMSTRIPS

Ancient Egypt: Land/People/Arts 1976
Prod: Education Dimension Group (2 sound filmstrips Co)
Gr/Subj: 4-6 (Social Studies, Bilingual Education)

The purpose of this exceptionally well-scripted and well-photographed presentation is to reconstruct the lands, people and arts of ancient Egypt. There is a brief overview of agriculture and education with descriptions of the lives of peasants, servants, school children and scribes. Most of the presentation is devoted to Egyptian art, which is presented through extraordinary visuals of the architecture, crafts, sculpture and paintings.

The Arab World 1983
Prod: Knowledge Unlimited (1 sound filmstrip 30 min Co)
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

This filmstrip offers an overview of the geography, economy and modern history of the Arab world. In a new era of nationalism, Nasser and other Arab political leaders modernized the Arab world by implementing ambitious social and economic plans and by restoring a needed sense of dignity and pride. On the whole, the presentation is well-scripted and objective, with only one implicitly biased remark in which Arabs are blamed for wars in the Middle East.

The Arab World: Oil, Power, Dissension 1980
Prod: Current Affairs (1 sound filmstrip Co)
Gr/Subj: 9-12 (Social Studies)

This filmstrip analyzes economic and political realities as a basis for understanding the current situation in the Arab world, especially the dissension among Arabs on how to use the economic power derived from oil. Topics for class discussion include: obstacles to Arab unity, the use of petrodollars to improve the economies of poorer Arab nations; and prospects of peace with Israel. This attractive and well-researched presentation is designed specifically for current events classes.

Arabian Peninsula: The Impact of Oil 1975
Prod: Encyclopedia Britannica Educational Corporation (4 sound filmstrips Co)
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

These filmstrips provide a geographic and demographic survey of the Arab Peninsula, highlighting its major oil-producing countries—Saudi Arabia, Kuwait, the United Arab Emirates, and Bahrain—and the physical, social and economic impact of the oil revolution. The huge oil revenues are being used to finance large scale programs for national development and, deposited in western banks, to provide a secure economic future. Saudi Arabia, for example, the largest of the peninsula countries, has depended heavily on foreign labor power, but is now placing increasing emphasis on training its own people to assume technical and administrative positions.

Arabs vs. Israelis: Quest for Peace 1979
Prod: Random House (2 sound filmstrips Co)
Gr/Subj: 9-12 (Social Studies)

An outstanding historical study of the Arab-Israeli conflict from the Balfour Declaration of 1917 up to the resignation of Andrew Young in 1979. Extensive use of actual U.N.

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speeches by both Arab and Israeli leaders makes the treatment fair and objective. It also offers a good analysis of the events leading to the Camp David Accords. The numerous maps, illustrations, and pictures of actual leaders and battles contribute to the high quality of the program.

Egypt: Gift of the Nile 1981
Prod: Educational Filmstrips (6 sound filmstrips Co)
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

This filmstrip presents an overview of Egypt's history, geography and culture, with an emphasis on the artistic and architectural achievements of ancient Egyptian civilization. The filmstrips on ancient Egypt offer beautiful photographs of the great temples and monuments along the Nile River, as well as illustrations of art work (unfortunately less authentic because not photographed from originals). Currently, Egypt is experiencing a tremendous transformation from a farming society with traditional values into an industrial and urban society with a modern lifestyle. Cairo, the largest metropolis in Africa and the Arab world, illustrates the mixture of traditional and modern lifestyles.

Islam (Comparative World Religions Series) 1982
Prod: Educational Enrichment Materials (1 sound filmstrip Co)
Dis: Random House
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

This perceptive and well-scripted presentation traces the history of Islam from the prophet Muhammad to the present. Among the topics covered are the five pillars of Islam and Islamic contributions to science, technology, mathematics, philosophy and art. The filmstrip includes beautiful photographs of Islamic inventions, artifacts, and architecture.

The Islamic Tradition 1978
Prod: Argus Communications (2 sound filmstrips Co)
Gr/Subj: 10-12 (Social Studies, Bilingual Education)

A thorough discussion of the Islamic religion in general and the pilgrimage to Mecca—the "Hajj"—in particular. The first filmstrip objectively and with considerable depth explores the beliefs and teachings of the Islamic faith, including the five pillars of Islam. The second filmstrip is devoted to the Hajj, offering an appealing and detailed description of an American Muslim's pilgrimage.

Life in Ancient Egypt 1970
Prod: Clearview, Inc. (3 sound filmstrips Co)
Dis: Listening Library
Gr/Subj: 4-8 (Social Studies, Bilingual Education)

Well-written narration and beautiful illustrations provide a broad picture of life in ancient Egypt, highlighting achievements in architecture, astronomy, and medicine, and including details of school life, children's games, family and religion. Illustrations of how math and technology were used in building the pyramids are shown. *Life in Ancient Egypt* is certainly one of the best filmstrip series on ancient Egypt produced for upper elementary and junior high students.

The Middle East 1984
Prod: National Geographic Society (5 sound filmstrips Co)
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

Extensive analysis of Middle East religious, cultural, and political diversity and how it relates to the region's conflicts. The modern history of the Middle East is divided into three developmental phases: imperialism, nationalism, and independence. By examining the history of Judaism, Christianity, and Islam and their impact on Middle East culture, the film explores the roots of the Arab-Israeli conflict, the civil war in Lebanon, and the Iraqi-Iranian war. Objective and technically sophisticated, this production is especially suitable for current events and contemporary issues classes.

The Middle East: The Arab Experience 1975
Prod: Guidance Associates (5 filmstrip-cassettes Co)
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

A concise history of the Arab world, emphasizing the contemporary period and the key role of oil resources. People from different social strata and geographical regions are interviewed, including Syrian women, whose changing roles represent the general modernization process, and Egyptian peasants, whose lives had been virtually unchanged for 5,000 years. The presentation does have some shortcomings: obvious Western bias in attributing modernization entirely to British and French occupation, simplistic presentation of the Arab-Israeli conflict as a refugee problem that could be easily resolved by the Arab absorption of Palestinian refugees, and disproportionate attention to the Bedouin culture and lifestyle. (Bedouins constitute only about 1% of the Arab population).

The Middle East: Background for Conflict 1975
Prod: Associated Press/Prentice Hall Media (2 sound filmstrips Co)

Dis: Prentice Hall, Inc.
Gr/Subj: 7-12 (Social Studies)

This program explores the historical background of the Arab/Israeli conflict. Part I depicts the Biblical background of the Israeli/Palestine issue, showing the history of invasions, conquerors, and outside elements affecting that area up to the establishment of the state of Israel in 1948. Part II brings the historical study to the early 1970's. The approach to this intricate issue is documentary and objective throughout, allowing diplomats and heads of state from both sides to present their views.

The Middle East: Facing a New World Role 1976
Prod: Society for Visual Education, Inc. (6 sound filmstrips Co)

Gr/Subj: 9-12 (Social Studies)

This outstanding series describes the impact of technology on the three distinct lifestyles in Egypt, Jordan, and Saudi Arabia: the rural agricultural, the urban, and the semi-settled nomadic. The filmstrips also give considerable attention to the changing status of women by comparing lifestyles of urban, professional, working class and bedouin women. Overall, remarkable cultural sensitivity and understanding of the problems of Arab society.

The Middle East: Lands in Transition 1975
Prod: Educational Enrichment Materials (6 sound filmstrips Co)

Dis: Random House
Gr/Subj: 7-12 (Social Studies, Bilingual Education)

Through colorful photographs, attractive sound effects and narration, this filmstrip series provides a brief overview of the history and culture of the Middle East. The six 5-8 minute filmstrips cover such topics as history, Islam, natural resources, agriculture, social change and politics. Unfortunately, many of the guide's activities lack relevance, for example, comparing Arabic and Hebrew, and role-playing the prophets Muhammad and Jesus debating the Arab-Israeli conflict.

The Middle East: Scene of the Final Battle 1980
Prod: Bear Films, Inc. (5 sound filmstrips Co)
Dis: Educational Activities, Inc.
Gr/Subj: 7-12 (Social Studies)

This series begins by exploring the social, economic and political contexts in which Judaism, Christianity and Islam emerged in the Middle East. The focus shifts to a survey of modern Middle Eastern history and the development of Arab

nationalism. Finally, the series attempts a political analysis of two complicated problems: the Arab-Israeli conflict and the civil war in Lebanon. While the filmstrip appears to be informative and well-prepared, the producer's personal values and attitudes affect its value. For example, Arabs are represented as being incapable of grasping modern technology without the assistance of the West.

The Moslem World 1976
Prod: Educational Design, Inc. (4 sound filmstrips Co)
Gr/Subj: 6-12 (Social Studies, Bilingual Education)

This authentic and comprehensive presentation gives a balanced overview of the entire Muslim world, including its historical and religious origins and the spread of Islam from the Arab world to Europe, Africa, and Asia. Included among the wide range of topics are the beliefs and rituals of the Islamic faith, significant features of Islamic art, the work and leisure activities of modern and traditional urban and rural life, and the rapid social, economic and political changes brought about by oil and the Arab-Israeli conflict. Part of the latter section is outdated due to recent political developments in Lebanon, Iran, and the Egyptian-Israeli peace treaty, but overall this set of filmstrips is one of the best for its thoroughness, objectivity, and fascinating photography.

The Quest for Oil: Exploration and Exploitation 1982
Prod: Educational Enrichment Materials (2 sound filmstrips Co)
Dis: Random House
Gr/Subj: 9-12 (Social Studies)

Since 1973, the petro-power balance has shifted significantly from the U.S. to the Middle East. This filmstrip traces the history of the Middle Eastern oil industry from the earliest explorations to the formation of OPEC and Western oil dependence on the Middle East. Unfortunately, the filmstrip reflects a biased attitude, implying approval when other na-

tions use their economy for political pressure, but not when the Arabs do it.

Treasures of King Tut 1978
Prod: Educational Dimensions Group (2 sound filmstrips Co)

Gr/Subj: 4-8 (Social Studies, Art)

This beautifully photographed program illustrates archeologist Howard Carter's dramatic discovery of the most fabulous golden treasures ever found in Egypt. The audience journeys through the collection recently exhibited in the U.S. while the narrator briefly describes the life of the boy-King and the politics of the time.

The World of Islam 1980
Prod: The Associated Press/Prentice Hall Media
(2 sound filmstrips Co)
Dis: Eye Gate Media, Prentice Hall, Inc.
Gr/Subj: 8-12 (Social Studies, Bilingual Education)

This overview of Islam and its development since the seventh century explores the life of prophet Muhammad and the principles of the Islamic faith, as well as its many internal and external pressures. In general, this is a good introduction that should be supplemented with further discussion. In addition to the two filmstrips, the kit includes behavioral objectives, questions and activities, a glossary of terms, and a chronology from 570 A.D. to 1980 which outlines high points of Islamic history.

STUDENT BOOKS

Aladdin and the Wonderful Lamp 1981
Au: Retold by Andrew Lang
Pub: Viking 32 pp.
Gr/Subj: 2-4 (Language Arts, Bilingual Education)

An interesting, elegant, and beautifully illustrated book. Le Cain's splendid illustrations preserve the spirit of the tale and enhance the book with their full-page size and brooding colors. They remain faithful to the drama in their depiction of the delicate beauty of the princess and the horrifying genie of the lamp. This book would certainly prompt interest of young readers in other tales from the Arabian nights.

Arabic Short Stories 1983
Au: Denys Johnson-Davies
Pub: Quartet Books 173 pp.
Gr/Subj: 9-12 (World Literature)

This excellent collection of short stories by authors from various Arab countries covers a wide range of geographical regions, social classes and historical periods. The stories, which range in length from two to twenty pages, provide an authentic picture of Arabic culture and lifestyle. They also offer a good resource for classroom discussion and further investigation with their richness in themes, values and styles. Notes are provided to clarify certain cultural terms.

As the Arabs Say (Volume I & II) 1983, 1985
Au: Isa Khalil Sabbagh
Pub: Sabbagh Management Corp. 84 pp., 128 pp.
Gr/Subj: 6-12 (Language Arts)

A collection of Arabic proverbs and their English equivalents and translations. Excellent resources for the study of Arab and American proverbs, with perhaps the most universal appeal in the chapter of human relations. The author is a British-educated Arab with American diplomatic experience.

East vs. West in the Middle East 1983
Au: Peter Ferrara
Pub: Watts 90 pp.
Gr/Subj: 9-12 (Social Studies)

The Middle East is important to both the West and East. It is vital to the West because the Western economy is overwhelmingly dependent on Middle Eastern oil supplies. Although the Soviet Union has an abundant oil reserve of its own, it has a strategic interest in denying the West access to Middle Eastern oil. This book is unique in its ability to present the complexities of Western/Eastern rivalry in the Middle East with a great deal of clarity and objectivity.

Folktales of Egypt 1980
Au: Hasan El-Shamy, ed.
Pub: University of Chicago Press 347 pp.
Gr/Subj: 11-12 (Language Arts)

This is an excellent collection of seventy authentic Egyptian folktales, based on fresh field data collected by the editor over several years. Hassan's wonderful translations of these oral tales help preserve their spirit and authenticity, and he provides, in addition, a discussion of their origins and meaning in an extensive foreward and footnotes for individual stories. Recommended specifically for the advanced students in world literature classes.

Libya and Qaddafi 1982
Au: Don Lawson
Pub: Franklin Watts 88 pp.
Gr/Subj: 9-12 (Social Studies)

A brief overview of Libya and its leader Qaddafi, recounting the country's history from ancient times to the present, and covering geography and economy, as well as Qaddafi's domestic and foreign policy. While Qaddafi is despised in the West, he is popular both in his country and in the Third World at large for his social and economic achievements.

Lyrics from Arabia 1983
Au: Ghazi Algosaibi
Pub: Three Continents Press 122 pp.
Gr/Subj: 10-12 (World Literature)

A collection of Arabian poetry from pre-Islam to the present. The poems may have lost some of their beauty in translation, but the biographical summaries on the poets, along with the background information, enhance the appeal and readability of the collection. A particularly good resource for units of study in world literature classes.

Modern Arab Poets: 1950-1975 1976
Au: Issa Boullata, ed.
Pub: Three Continents Press 95 pp.
Gr/Subj: 10-12 (World Literature)

This collection of modern Arab poems, organized by country of origin, covers a wide range of themes, perspectives and geographical regions. The translation frequently employs highly complex language.

Morocco, Algeria, Tunisia, and Libya 1978
Au: Don Lawson
Pub: Franklin Watts, Inc. 62 pp.
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

A straightforward, factual and objective introduction to the history, geography, economy, government, and culture

of these North African countries. Although the approach is somewhat dry, the extensive information makes the book excellent for student research or further study.

Nadia the Will-ful 1983
Au: Sue Alexander
Pub: Pantheon unpaged
Gr/Subj: 1-3 (Language Art, Bilingual Education)

This story takes place in a nomadic Arab community. Hamid, Nadia's favorite brother, gets lost and dies looking for new grazing areas in the desert. His father decrees that no one must ever mention Hamid's name again. Nadia, however, becomes increasingly angry and ill-tempered because she cannot deal with her sorrow. Eventually, she discovers that speaking about the memories of Hamid eases her pain and she shares that discovery with her family and the whole community. All learn ultimately that Hamid lives on in their memories. Beautiful black and white illustrations, perfectly appropriate to the desert setting, accompany the soft and fluid language of this original story. It provides an excellent opportunity for young children to express their pain or grief in classroom or counseling settings.

Oil and Water: A Look at the Middle East 1981
Au: Glen Swanson
Pub: Prentice Hall 41 pp.
Gr/Subj: 5-7 (Social Studies)

In a clear and readable style, Swanson examines two important natural resources in the Middle East: water and oil. Emphasizing the human use of these resources, the author explores ancient and modern methods of supplying water and techniques of oil drilling. Several maps and line drawings are included.

Paper Dolls of the Middle East 1978
Au: Penelope Williams
Pub: William Collins and World Publishing Co. 60 pp.
Dis: The U.S. Committee for UNICEF
Gr/Subj: K-6 (Art, Social Studies, Language Arts)

This book presents techniques and activities for making Middle Eastern paper dolls. The activities, which vary from coloring simple costumes to making costumes, dolls and artifacts with intricate designs, may appeal to a wide range of age groups. Materials lend themselves to reproduction for handouts. Maps and color guides included.

The Story of Layla and Majnun 1978
Au: Nizami
Pub: Shambhala Publications, Inc. 206 pp.
Gr/Subj: 10-12 (Language Arts)

The love story of Layla and Majnun is a classic, one of the most popular and well-remembered of Arabic legends, retold in many folk versions until it was collected, refined and then blended into this beautiful narrative poem by the Persian poet Nizami. The story's theme is the relationship between love and spirituality, embodied in the lovers' ability to transcend their own identities and become love itself.

Teaching About Perception: The Arabs 1977
Au: George Otero
Pub: Social Science Education Consortium, Inc. 74 pp.
Gr/Subj: 7-12 (Social Studies, Humanities)

This interesting and highly effective handbook is designed to make students aware of the subtle process by which Arab stereotypes have developed and to make clear the factors that contribute to such stereotypes. The handbook offers a variety of activities suitable to a wide range of student age groups. Pre- and post-surveys measure changes in perception brought about by the activities.

The Wedding of Zein 1982

Au: Denys Johnson-Davies, editor and translator

Pub: Three Continents Press 120 pp.

Gr/Subj: 9-12 (Language Arts)

This is a series of three short stories written by the Sudanese writer Tayeb Saleh, considered one of the best contemporary Arab writers. Saleh's work is characterized by humanity, humor, and universal appeal. With pride, sincerity and admiration, he describes the lives of the villagers in Sudan. The engaging graphic line illustrations are done by the renowned artist Ibrahim Salahi.

UNITS

Ancient Egypt: A Learning Center Kit 1980
Prod: Engine-Uity
Gr/Subj: 5-8 (Social Studies, Language Arts, Bilingual Education)

This comprehensive unit, divided into Art and Architecture, Religion, Trade, Daily Life, Transportation, and History, consists of many components, including vocabulary sheets, chronology chart, worksheets and a variety of maps and illustrations. The kit also contains seventy-two ready-to-cut task cards keyed to Bloom's Taxonomy of educational objectives and title letters for large display. Excellent for developing independent study skills.

Arab Children Go to School 1984
Pub: Arabic Language Bilingual Materials Development Center
Dis: School of Education, University of Michigan
Gr/Subj: K-6 (Social Studies, Bilingual Education)

This unit provides information on school environments in the Arab world and covers the Arab educational system, the diversity among Arab countries, and the differences between American and Arab education. The student activities cover topics such as school life, uniforms and school buildings. Included as well are Arab games, doll cut-outs and coloring activities. Though loosely assembled, the unit lends itself to reproduction of student handouts.

Arab Families 1985
Pub: Arabic Language Bilingual Materials Development Center
Dis: School of Education, University of Michigan
Gr/Subj: 1-6 (Social Studies, Bilingual Education)

This excellent unit covers a wide range of topics—family membership, roles, needs, lifestyles, homes, and clothing. It is well presented, with teacher directions and objectives, a separate section with easily reproducible student activities, and a section entitled "Cultural notes," which clarifies new terms. Of special note are activities which are creative, enjoyable, and broadly educational, e.g. crossword puzzles, games, and paper doll cutouts. The teacher receives checklists and useful strategies for teaching bar graphs.

The Arab World: Arabs in America (revised) 1986
Prod: Arab World Consultants
Gr/Subj: 4-12 (Social Studies, Bilingual Education)

This unit, which consists of 21 slides, printed narration, and background information, briefly traces Arab immigration to America, from earliest individuals to the most recent communities, and examines certain aspects of Arabic culture and lifestyle. The contributions of Arab-Americans in science, medicine, literature and the arts are highlighted. An excellent introduction for a more extensive study on Arab-Americans and the Arabic culture.

The Arab World: Exercises on Population and Characteristics 1983
Pub: University of Northern Iowa
Gr/Subj: 9-12 (Social Studies)

This expendable booklet contains five units dealing with the Arab world. The units are designed to be taught independently from one another and in any sequence desired. Each unit consists of objectives, list of materials needed, procedure, background information, and exercise. The step-by-

step instruction provided makes the unit self-contained and self-explanatory.

The Arab World: Language, Calligraphy & Art 1977
Prod: Arab World Consultants
Gr/Subj: 4-9 (Language Arts, Social Studies, Art)

This unit, certainly one of the best ever developed on this topic, includes slides, a study guide, materials for duplication, and posters of the Arabic alphabet and numerals, along with many samples of Arabic writing, art and calligraphy. Purpose, methods, objectives and projects are included for each individual lesson, and the materials are loosely contained in an envelope, making them easy to use.

The Arab World: Music and Dance Unit 1976
Prod: Arab World Consultants
Gr/Subj: K-8 (Language Arts, Social Studies, Bilingual Education)

A multi-media kit with slides, cassettes, mini-posters, directions for instruments, and a teacher's guide. It introduces several Arab folk dances as well as musical instruments including the Deff, the Rababa, and the Derbecki. Diversity in media, wide age group appeal, and usefulness for a variety of subject areas make this an extremely versatile kit.

Architecture for Living 1982
Pub: Center for Middle Eastern Studies
University of Texas at Austin
Gr/Subj: 4-12 (Social Studies, Art)

This excellent unit introduces the three major living arrangements: cities, villages and nomadic tribes. The text shows details of the different architectural forms and the rationale for each. Two articles for younger students support the text and offer good follow-up information. The unit includes thirty-two slides, but they do not illustrate all three lifestyles equally—only three show the nomadic life.

Communities 1984
Pub: Arabic Language Bilingual Materials Development Center
Dis: School of Education, University of Michigan
Gr/Subj: 2-5 (Social Studies, Bilingual Education)

An excellent unit including five activities covering basic concepts of community life in the Arab world. The first three activities focus on how communities provide goods, services, transportation and recreation. The last two activities cover community growth and decline. The unit develops an understanding of Arab community life and how it compares to that in the United States.

Contemporary Middle East and North Africa 1984
Pub: Arabic Language Bilingual Materials Development Center
Dis: School of Education, University of Michigan
Gr/Subj: 4-6 (Social Studies, Bilingual Education)

This unit, which is designed to supplement existing Social Studies materials on the Middle East and North Africa, includes student activities, word search games and a bibliography of additional resources. The student activities focus on Middle Eastern leaders and compare their countries. The activities are well organized and sequenced, and utilize a variety of media—newspapers, atlas, and the encyclopedia.

Culture of the Middle East and North Africa 1984
Pub: Arabic Language Bilingual Materials Development Center
Dis: School of Education, University of Michigan
Gr/Subj: 4-8 (Social Studies, Bilingual Education)

Though its title suggests an overview of Arab culture in general, this unit deals almost exclusively with the major religions of the Middle East, emphasizing Islam.

In addition to five student activities, this unit includes a bibliography of audio-visual resources, a short list of related

teacher resources, and word search games. The handouts/activities are of adequate size (not to exceed two pages), which can be easily reproduced for student handouts.

Dependence and Independence in the Third World 1977
Pub: Center for Near Eastern and North African Studies University of Michigan
Gr/Subj: 10-12 (Social Studies)

Algeria is presented as a model of the struggle for independent economic development among Third World countries. It has tremendous natural resources but difficulties due to inflation, lack of trained human resources, and overpopulation. By comparing the Algerian economy before and after independence from France, students come to realize that political independence does not necessarily mean economic independence. This unit includes background information, objectives, and teaching procedures. Due to the complexity of both the format and content of this unit, teachers will need to do additional preparation.

Egypt: Activities and Projects in Color 1978
Au: Josie Francy and Claude Saleillant
Pub: Sterling Publishing Co., Inc.
Gr/Subj: K-8 (Social Studies, Bilingual Education)

Designed for teacher use, this excellent student activity book includes over one hundred activities and student projects on Egypt, with emphasis on ancient Egypt. Among the activities and projects are costumes, hieroglyphics, dollmaking, cooking and a few ancient Egyptian tales for reading or acting out. The major strength of this volume is that most of the activities could be easily adapted for use about other cultures and countries as well.

Geography of the Middle East and North Africa 1984
Pub: Arabic Language Bilingual Materials Development Center
Dis: School of Education, University of Michigan
Gr/Subj: 4-6 (Social Studies, Bilingual Education)

This well-designed unit presents several teaching strategies and student materials focusing on the basic geography of the Middle East and North Africa. It consists of nine subunits, each containing 1-15 student handouts. The subunits include such topics as what constitutes a nation, and the identification, comparison and location of Middle Eastern nations and their capitols. This unit also contains maps, charts, a film resource list, and a student/teacher bibliography.

History of the Middle East and North Africa 1984
Pub: Arabic Language Bilingual Materials Development Center
Dis: School of Education, University of Michigan
Gr/Subj: 4-8 (Social Studies, Bilingual Education)

This module provides an overview of the history of the Middle East and North Africa from the emergence of Islam to World War I. It also offers a variety of teaching strategies and student activities. The textbook approach may limit the unit's appeal to students, and lengthy activities do not lend themselves to easy reproduction for student handouts. The unit should also be used with audio-visual aids for maximum effectiveness.

Holidays and Other Celebrations 1984
Pub: Arabic Language Bilingual Materials Development Center, University of Michigan
Dis: School of Education, University of Michigan
Gr/Subj: 1-4 (Social Studies, Bilingual Education)

This unit illustrates national, religious and cultural holidays of the Arab world and America, explaining the

significance of each celebration. Both Muslim and Christian holidays of the Arab world are included.

Islam: Faith and Practice 1982
Prod: Center for Middle Eastern Studies,
University of Texas at Austin
Gr/Subj: 6-12 (Social Studies, Bilingual Education)

This unit consists of a set of slides, printed narration, a map, and background information for the teacher. The printed materials may be easily reproduced for student handouts. The slide presentation provides an overview of Islam, the five pillars, the Qurân, "Hadith," and the life of prophet Mohammad. The map, which is intended for bulletin board use, illustrates the Muslim population worldwide.

Islam: A Learning Center Kit 1980
Prod: Engine-Uity
Gr/Subj: 9-12 (Social Studies, Bilingual Education)

This unit, which provides an understanding of Islam and Muslims, is divided into Culture, Religion, Islamic History, prophet Mohammad, Politics and the Role of Muslim women. In addition to task cards keyed to Bloom's taxonomy of educational objectives, the kit contains crossword puzzles, a map of the Islamic world, and title letters for large display (assembly instructions included).

The Middle Eastern Family 1983
Prod: Center for Middle Eastern Studies,
University of Texas at Austin
Gr/Subj: 3-12 (Social Studies, Bilingual Education)

This unit, which consists of forty slides, slide commentary, student handouts, and three background articles, describes the structure and roles of the family in the rural, urban and nomadic societies of the Middle East. Giving more attention to unskilled labor than to craftspeople and professionals, the unit gives a rather traditional and somewhat out-

dated image of the Middle East. Only three of the forty slides show modern settings and occupations.

Middle Eastern Food 1984
Prod: Center for Middle Eastern Studies,
University of Texas at Austin
Gr/Subj: 4-8 (Social Studies, Bilingual Education)

This unit, which consists of slides, printed narration and articles for students, covers such topics as modern and traditional Middle Eastern agriculture, the process of food preparation, and recipes. The printed materials lend themselves to reproduction for student handouts. The printed narration (as opposed to a cassette) gives the teacher more control over the length and depth of the presentation.

Middle Eastern Villages 1983
Prod: Center for Middle Eastern Studies,
University of Texas at Austin
Gr/Subj: 4-8 (Social Studies)

This unit, which consists of slides, printed narration, illustrations, and articles for students, traces the development of Middle Eastern villages from early times to the present. The illustrations of villages in various Middle Eastern countries are beautiful; the printed narration allows for easy adaptation to a wide range of grade levels.

Papyrus: Gift of the Nile 1982
Prod: Center for Middle Eastern Studies,
University of Texas at Austin
Gr/Subj: 4-12 (Art, Social Studies)

This multi-media presentation traces the ancient Egyptian history of making paper from papyrus, describes the reintroduction of this plant into modern Egypt and illustrates the paper-making process. Consisting of twenty slides,

background information, and reproducible cartoons and commentary, this unit is simple, short and interesting to almost all grade levels.

Petroleum and National Development in the Middle East: The Case of Saudi Arabia 1979
Prod: Center for Near Eastern and North African Studies, University of Michigan
Gr/Subj: 11-12 (Social Studies)

This unit includes background information, performance objectives, suggested teaching procedures, a list of teacher and student materials, and a bibliography. The format and depth of this unit requires adequate teacher preparation. Some of the information included needs to be updated during the implementation of this unit.

Story Telling 1979
Prod: Arab World Consultants
Gr/Subj: K-12 (Language Arts, Bilingual Education)

This excellent and well-prepared unit enhances student awareness of Arabic folktales and folk heroes. It consists of a set of thirteen color slides, background information, short essays on folk heroes and folktales, games and a study guide. Extremely versatile in terms of subject matter and grade level appropriateness, the unit is easy to use and offers additional ideas for individual or group projects and games.

Their Land and Ours 1985
Prod: Middle East Outreach Council
Gr/Subj: 4-7 (Social Studies)

This unit consists of map thermo-fax masters and transparencies of the Middle East. Typical map study does not always give the student a clear idea of a country's size, so the comparison method employed here is quite effective. Student activities are interesting and self-explanatory and require minimal teacher involvement.

PART II

PROFESSIONAL DEVELOPMENT MATERIALS

BOOKS

The American Media and the Arabs 1980
Au: Michael Hudson and Ronald Wolfe, (eds.) 103 pp.
Pub: Center for Contemporary Arab Studies, Georgetown University

This outstanding collection of articles assesses U.S. media treatment of Islam and the Arab world, focusing specifically on the period after the 1973 Arab-Israeli war, when media attention shifted from Vietnam to the Middle East. The diverse backgrounds of the contributors range from major television network program director to television and newspaper correspondents to scholars in the field.

The Arab Heritage of Western Civilization 1975
Au: Ron Landau 88 pp.
Pub: The League of Arab States, Arab Information Center

Aristotle and other Greek thinkers were translated into Arabic by Arabs, who retained and built upon these essential contributions throughout the "Dark Ages" in Europe. Only when the fundamental scientific and philosophical manuscripts were translated from Arabic was the European Renaissance possible. A concise historical analysis of the Arab groundwork for modern Western achievements, Landau's book features thirty-one black and white illustrations, ranging from pictures of calligraphy and historic paintings to ornate excerpts from the Qur'an, and pictures of original scientific manuscripts. The book does not cite sources, but it

succeeds admirably as a summary exposition of the history of Arab achievement.

Arab Painting 1977
Au: Richard Ettinghausen 208 pp.
Pub: Rizzoli International Publications

This thorough study covers the different types, styles and influences of Arabic paintings from the seventh through the fourteenth centuries (the era of the Arab Empire). The more than eighty full-color illustrations, mostly full-page, depict mosaics, frescos, stained glass, pottery, wood, and manuscript illumination.

The author carefully delineates religious and historical rationales for each work, identifies artistic features, and explains governmental or mythological influences. The wealth of illustrations, information and extended bibliography make this book an excellent resource for art teachers.

The Arab World and Arab-Americans 1981
Au: Sameer Abraham & Nabeel Abraham, (eds.) 122 pp.
Pub: Center for Urban Studies, Wayne State University

The purpose of this collection of articles is to sensitize educators to the needs of Arab students. The first article offers an overview of the geography, demography, economics, and cultural and religious diversity of the Arab world. The second and third articles examine Arab immigration to the U.S. and the Detroit area Arab community. Other articles deal with Arab stereotypes, the nature of prejudice and discrimination, and the Iraqi-Chaldean community in Detroit. The last article presents easy-to-use educational resources. On the whole, the background information and suggested teaching aids make this book particularly important to educators with Arab student populations.

The Arab World: A Handbook 1978
Au: Hassan Haddad & Basheer Nijim, (eds.) 131 pp.
Pub: Medina Press

This excellent factual handbook about the Arab world and Arab society consists of two main parts. The first part is a historical and geographical overview of the Arab world as a whole. The second surveys each Arab country in detail—geography, history, economy, and government—with illustrations, maps, charts, and photographs as supporting material. An appendix of statistical data includes population, birth, death, and infant mortality rates, and gross national products. Indirectly, the author establishes the basis for Arab identity as shared history, culture and language.

The Arab World: A Handbook for Teachers 1978
Au: Ayad Al-Qazzaz, Ruth Afifi, Audrey Shabbas 128 pp.
Pub: Najda

This teacher's handbook consists of three parts. The first includes analyses and reviews of twenty-four textbooks currently used in American public schools. The second is a collection of fourteen essays on the topics most distorted or omitted in the textbooks reviewed. The third includes articles and reprints about different aspects of the Arab world, culture and society.

This book also has two important appendices: free loan audio-visual materials on the Arab world and a list of addresses for information about the Arab world. Essays are concise, straightforward and easy to read, and each offers references for further information at the end.

Arabic Speaking Communities in American Cities 1974
Au: Barbara Aswad, (ed.) 192 pp.
Pub: Center for Migration Studies of New York, Inc.
Association of Arab-American University Graduates, Inc.

This is a collection of eight articles, with an extensive introduction and overview and a list of Arab-American re-

sources. The first article describes social patterns of the Iraqi Christians in Detroit (the Chaldeans). Other articles deal with issues related to the adaptation and assimilation of several Arab communities in North America. The last article is a study of twenty-two Arabic speaking children in American schools and the problems of language interference they encounter learning English. This book is important for the understanding of the Arab-American community and its cultural background. It provides a solid reference for educators working with Arab-American children.

The Arabs 1968
Au: Edward Atiya 276 pp.
Pub: Penguin Book Ltd.

Atiya analyzes the socio-political development of Arab society from the emergence of Islam through the Arab-Israeli war of 1967, setting forth the roots of the Islamic religion in detail.

The author argues that even though the Ottoman Turks ruled the Arab world for about 400 years, they did so without contaminating pure Arabism; when Ottoman rule ended, Arabs were still Arabs.

Noting that Western texts neglect the Arab's place in history, Atiya cites Arab contributions to world civilization and discusses the Arab "renaissance" starting in the 1920s. He attributes this movement to a benevolent relationship with the West. The roots of current conflict with the West sprang from fear that Britain would impose a Jewish state upon the Arab world.

The Arabs 1978
Au: Peter Mansfield 115 pp.
Pub: Penguin

Mansfield embarks upon a rapid excursion through the history of Arabs from the emergence of Islam until the present, emphasizing the modern period. He presents a generally accurate, if sketchy, account of the rise of Arab nationalism,

particularly its long and often-ignored period of gestation in Egypt before Nasser, its relationship to the rise and growth of Israel, and the increasing U.S. role in the Middle East. Of special interest, perhaps, is the section "Who Are the Arabs?" in which the author points out a number of common stereotypes and counters them with an objective description of Arab personality traits.

Arabs in the New World: Studies on Arab-American Communities 1983
Au: Sameer Abraham and Nabeel Abraham 208 pp.
Pub: Center for Urban Studies, Wayne State University

Compared to other ethnic groups, Arab-Americans have gone unnoticed in American society. Their lack of ethnic visibility, according to Abraham, is due partly to their relatively smaller numbers and to the fact that they were well integrated, acculturated, and even assimilated into the mainstream American society.

The Arab-Israeli war of June, 1967, resulted in greater Arab-American self-awareness and ultimately led to increased interest in Arab-American studies. This thought-provoking book provides valuable insights into the immigration, residential and occupational patterns of Arab-Americans, and the factors that facilitated or hindered the acculturation and assimilation of the Arab-American community.

Atlas of the Arab World 1983
Au: Michael Dempsy 128 pp.
Pub: Facts on File Publications

More than an ordinary atlas, *Atlas of the Arab World* offers thirty-eight separate color-coded, easy-to-understand maps illustrating a broad range of information, including borders, time zones, land relief, temperatures, rainfall, population, nutrition, literacy rates, living standards, natural resources, military strength, religion, history and more.

The last portion of the book, which Dempsy refers to as a "Country by Country Gazetteer," is actually a mini-

encyclopedia, highlighting each country with a small map followed by background information on "The Land," "Economy," "People," "History" and "Government."

This reference atlas/general information book is clear, concise, and easy to use; the data and statistics can be compared at a glance. An important desk-top guide for educators dealing with Arab Studies or Arab-American student populations, its only drawback is that some information will require frequent updating.

Changing Family Patterns in the Arab East 1974
Au: Edwin Prothro and Lutfy Diab 240 pp.
Pub: American University of Beirut

When it comes to the Arab family, a variety of surveys on family-related issues reveal divergent attitudes between village and city dwellers, as well as between men and women. The authors suggest that there is a gradual trend toward liberalization of constraints on women. Their explanation of why these changes are occurring, however, is cursory and appears more as an afterthought. On the whole, the book offers a detailed and solid appraisal of the changing Arab family.

Christians in the Arab East: A Political Study 1978
Au: Robert Betts 227 pp.
Pub: John Knox Press

Robert Betts presents an interesting and highly detailed historical survey of Christianity in the Arab world, starting with the pre-Islamic era when Christianity and Zoroastrianism were widespread. He divides the historical development of Arab Christianity into two distinct periods: "Dark Millenium" and the "Revival." The "Dark Millenium" started before Islam, when many Christian priests in Egypt and Syria disagreed theologically with the Roman mother church and developed independent churches which became subject to severe Roman repression. Toward the end of the Dark Millenium, Arab Christians were torn by internal strife. Many converted to Islam, seeking the advantages of full Ottoman

citizenship. Christian revival in the Arab world started in the ninteenth century, which had witnessed serious religious and political turmoil. Betts also discusses the social structure and the status of women in the modern Christian Arab East. The last part of the book offers a political analysis of the relationship between Christianity and Islam in the East.

The Genius of Arab Civilization (2nd edition) 1983
Au: John Hays 260 pp.
Pub: The Mit Press

This well-researched and illustrated book introduces the reader to the profound influence the Arab world has had on world civilization and human knowledge. Authorities write on Islamic culture, literature, philosophy and history, architecture, art, music, science, technology, trade and commerce, concluding each chapter with a summary of significant achievements and contributions in the chapter's specific area. The book also includes some thirty monographs, biographical sketches, and maps. The concluding section examines the past, present, and future of Arab civilization stressing that Islam is its foundation. The specialized level of the writing—large numbers of names, dates and technical terms—makes prior knowledge of both Arab history and the specific topics advisable, but does not detract from the book's value.

The Image of the Middle East in Secondary School Textbooks 1975
Au: William Griswold 101 pp.
Pub: Middle East Studies Association of North America, Inc.

This book examines the treatment of the Middle East in more than eighty public school textbooks on world history, social studies, and geography. Many of the textbooks were found to lack objectivity and to perpetuate stereotypes, which the author categorizes, citing specific examples. Griswold's critical bibliography evaluates a number of textbooks in terms of balance and accuracy. The last two parts of the

book include syllabi for lessons designed to compensate for the weaknesses in the textbooks.

Islam 1970
Au: Ceasar Farah 322 pp.
Pub: Barons Educational Series, Inc.

The Qur'an is not only the main source and reference for the sacred beliefs of Islam, but also functions as a guide to daily living. Ceasar's interesting and easy-to-read book traces the history and growth of Islam, and discusses the Qur'an and its cultural/religious significance. The book also examines the various Islamic sects, their differences, and the historical origins of those differences. Finally, Ceasar analyzes Islam's unique ability to survive and flourish in such diverse countries as China, the Soviet Union and many African states.

The Middle East in World Affairs (Fourth Ed.) 1980
Au: George Lenczowski 420 pp.
Pub: Cornell University Press

This book provides a comprehensive and detailed analysis of Middle Eastern (defined as the area extending from Afghanistan to Egypt) political history. The first part covers the historical background of the region from the period of the Persian Empire before Christ through the peace treaty between Egypt and Israel. Parts two, three and four contain a chapter on each of the Middle Eastern countries. Part five concentrates on the effect of World War II on the region. The extensive bibliography, references, and interview credits make this one of the most thorough resource books on the Middle East, even though the Arab North African countries are not included. Invaluable for high school social studies teachers.

The Middle East: The Image and the Reality 1980
Au: Jonathan Friedlander, (ed.) 150 pp.
Pub: The Regents of the University of California

An excellent teaching guide to Middle Eastern studies, employing a multicultural approach to development of school curricula and containing articles, course outlines and a guide to filmstrips which includes information on content, distributor and suggested grade levels. Expressing a deep concern about the erroneous and negative images of the Middle East in current school curricula, the book includes two excellent articles about strategies and techniques for teaching Middle Eastern studies at the elementary, junior high and senior high levels (early elementary is unfortunately slighted). This books is probably one of the most useful sources on the Middle East for social studies teachers.

Middle Eastern Women Speak 1976
Au: Elizabeth Fernea & Basima Qattan Bezirgan, (eds.) 399 pp.
Pub: University of Texas Press

This anthology of autobiographical and biographical writings by and about twenty-two Middle Eastern Muslim women reflects a broad range of perspectives from early Islam to contemporary Muslim society. The purpose is to provide the Western reader with a balanced view of Middle Eastern Muslim women's achievements, struggles and aspirations. The use of original and biographical writings gives the essays a sense of authenticity that research by a third person is less likely to convey.

Mistaken Identity: Arab Stereotypes in Popular Writing 1986
Au: Janice Terry 134 pp.
Pub: Arab-American Affairs Council

Terry analyzes selected popular novels, biographies and "instant" histories and their impact on western public opi-

nion. The western stereotypes that inform these works, Terry argues, were shaped by the "oriental" school of thought, which focuses on psychological aspects of middle-eastern and oriental cultures rather than on their history and sociology. The relative monopolization and commercialization of publishing in the western world, she argues, contribute to the uniformity and consistency of western prejudice toward the Arab world.

Women and Family in the Middle East: New Voices of Change 1985
Au: Elizabeth Fernea, (ed.) 356 pp.
Pub: University of Texas Press

The impact of the new upon the old has created a social crisis in Islamic society. Fernea's collection of thirty-four writings on the changing condition of women in the Middle East and Northern Africa has this crisis as its central theme, dividing the issue into six basic topics: "The Family," "Health and Education," "War, Politics and Revolution," "Religion and Law," "Work" and "Identity." Although a number of articles focus heavily on statistics and documentation, others consist of timely and insightful interviews with women from a wide range of occupations and points of view. Short stories and poems by Middle Eastern and North African women make the collection more vivid and intimate. The book is particularly valuable for educators because it dispels many of the common myths about Islamic countries.

Women in the Muslim World 1978
Au: Lois Beck and Nikki Keddie, (eds.) 673 pp.
Pub: Harvard University Press

This well-researched and comprehensive collection of articles, surveys the national and regional patterns of change in the roles of women in the Muslim world. Topics include the family, reproduction and birth control, education, employment, legal and social position, political participation, and the feminist movement. Considerable attention is given

to the many legal reforms aiming at the emancipation of Muslim women. Since the book's publication in 1978, much of the statistical data is outdated, especially that pertaining to birth rates and average marriage age, which date back to 1960. The book does not address the impact of the Muslim fundamentalist movement, which has strengthened Islamic law and customs in many Muslim countries, thereby weakening patterns of emancipation.

ARTICLES

Arab Contributions to Civilization 1980
Au: Mary Macron 5 pp.
Pub: American Arab Anti-Discrimination Committee, Issue No. 6

This five-page article, divided into subject areas including architecture, medicine, mathematics, music, crafts, and philosophy, provides a good introductory summary of Arab contributions and their impact on civilization. John Hays' *The Genius of Arab Civilization* would be an excellent complement for more extensive study, especially since Macron confines her discussion to the seventh through fourteenth centuries and makes no reference to earlier or later Arab contributions. The article is a useful tool in beginning the study of Arab culture. The list of words derived from Arabic could be used effectively in language arts classes.

The Child in the Arab Family 1979
Au: Audrey Shabbas 14 pp.
Pub: Americans for Middle East Understanding, Inc. (The Link vol. 12, no. 2, May/June)

This article, one of the few works in English on Arab children, explores such diverse topics as the paternal structure of the Arab family, the responsibility for infant care, naming practices, childhood education, and the impact of Western television on childrearing. This is an excellent

background resource for educators working with Arab students, and the many games, riddles, poems and songs of Arab children could be effectively used in language arts, social studies, and bilingual classrooms.

The Cultural Background of Arabic-Speaking Children in the Public School Systems in the United States 1981
Au: Muhammad Shuraydi 33 pp.
Pub: Arabic Language Bilingual Materials Development Center

This article, written from a sociological point of view, discusses the cultural background of Arab students and the difficulties they encounter in American schools. Citing specific examples and studies, Shuraydi reveals the anti-Arab bias in the media and school textbooks and its effects on the attitudes of teachers and administrators toward Arab students. To help educators look beyond the myopic narrowness of their own cultural constraints, Shuraydi recommends that they familiarize themselves with "orientalism" and beware of the distorted images of Arabs that permeate school textbooks. Important for teachers, counselors and administrators dealing with Arab student populations.

The Disabled Person in the Arab World 1981
Au: Audrey Shabbas 14 pp.
Pub: Americans for Middle East Understanding, Inc. (The Link, vol. 14, no. 5)

On December 16, 1976, the U.N. General Assembly adopted the resolution 31/123 proclaiming 1981 as the International Year for Disabled Persons. The resolution was put forth by the Libyan representative to the U.N. out of concern for over 450 million physically and mentally disabled persons worldwide. This well-documented article deals with three main topics: the major impairments which lead to disability in the Third World and the U.N. objectives in relation to those

impairments; Arab cultural traditions in relation to the disabled; and finally, a survey of services available in Arab countries. This article is an important resource for educators dealing with Arab-American special education students.

PART III

RESOURCES

RESOURCES ON THE ARAB WORLD AND ARAB-AMERICANS

A. Middle East Outreach Resource Centers

There are sixteen Middle East outreach resource centers nationwide. Their purpose is to improve American awareness and understanding of the Middle East. The centers, affiliated with the Middle Eastern Studies and Arab Studies departments of sixteen universities in different geographical regions of the country, disseminate information on Middle Eastern countries, both Arabic and non-Arabic, through audio-visual and printed materials, conferences, workshops, and speakers. These centers are important to educators because they share a common goal of improving precollegiate educational efforts in Middle Eastern studies. Many also coordinate teacher training and material development activities with state and local educational institutions.

The following is a list of these centers and a sample of their services:

NEAR EASTERN CENTER
Oriental Studies Department
University of Arizona
Franklin Bldg. Rm 404
Tucson, AZ 85721
(602) 621-7505

Available to the Public:
Films
Workshops and Extension Courses
Business Conferences
Media Service

CENTER FOR MIDDLE EASTERN STUDIES
University of California, Berkeley
215 Moses Hall
Berkeley, CA 94720
(415) 642-8208

Available to the Public:
Speakers Bureau
Adult Courses
Curriculum Materials
Conferences
Films and Lecture Series
Newsletters and Fliers
Workshops
Handouts

VON GRUNEBAUM CENTER
FOR NEAR EASTERN STUDIES
University of California, Los Angeles
405 Hilgard Ave.
Los Angeles, CA 90024
(213) 825-1571

Available to the Public:
Public Lectures
Conferences
Continuing Education
Precollegiate Education
Exhibits
Cinema and the Media
The Arts
Newsletter

THE CENTER FOR MIDDLE EASTERN STUDIES
The University of Chicago
5848 S. University Avenue
Chicago, IL 60637
(312) 962-8297

Available to the Public:
Conferences and Symposia
Continuing Education Courses
Seminars
Publications
University Lecture Series
Language Circles

ISLAMIC AND ARABIAN DEVELOPMENT STUDIES
2114 Campus Drive
Duke University
Durham, NC 27706
(919) 684-2446

Available to the Public:
Curriculum Development
Lectures at nearby Colleges and Universities
Continuing Education Lecture Series
Visitors

CENTER FOR CONTEMPORARY ARAB STUDIES
Georgetown University, Room 501
Intercultural Center
37th and O Street, N.W.
Washington, D.C. 20057
(202) 625-3128

Available to the Public:
Materials
Workshops, Seminars, Lectures

HARVARD TEACHING RESOURCE CENTER
Center for Middle East Studies
Harvard University
1737 Cambridge Street
Cambridge, MA 02138
(617) 495-4078

Available to the Public:
Lending Library
Cultural Demonstrations and/or
Mini-Courses for Students
Consulting
Workshops
Exhibits
Newsletter
Teacher Affiliation Program
Public Cultural Programs
Information Clearing House
and Referral Service
National Precollegiate Material
Evaluation Service

CENTER FOR NEAR EASTERN AND
NORTH AFRICAN STUDIES
The University of Michigan
144 Lane Hall
Ann Arbor, MI 48109
(313) 764-0350

Available to the Public:
Conferences
Lectures
Discussions
Exhibits
Faculty Enrichment Programs
Bibliographies
Instructional Modules
Consultation for Teachers About
the Middle East

Films
The Teaching Resource Collection of
the Outreach Program
Teacher Workshops

UPPER MIDWEST MIDDLE EAST
OUTREACH CONSORTIUM
Department of History
614 Social Sciences Building
267 19th Avenue South
Minneapolis, MN 55455
(612) 373-5724

Available to the Public:
Lectures
Conferences
Symposia
Special Workshops for Teachers
Mini-Courses on Islamic Culture
Film Series and Radio Programs
Seminars for Business Groups
Media Information
Educational Tours of the Middle East
Speakers Bureau
Conducts Forums for Debate of Middle East Issues
Data Bank of Information that may be loaned out
to interested people

JOINT CENTER FOR NEAR EASTERN STUDIES
New York and Princeton Universities
c/o Hagop Kevorkian Center for Near Eastern Studies
New York University
50 Washington Square South
New York, NY 10003
(212) 598-2697 (NYU)/(609) 452-4272 (Princeton)

Available to the Public:
Collegiate Middle East Resource Guide
Summer Institute for Teachers

Graduate Student Speakers Bureau
Resources at the Kevorkian Center at NYU
Films

MIDDLE EAST PROGRAM
Ohio State University
308 Dulles Hall
230 West 17th Avenue
Columbus, OH 43210-1367
(614) 422-9660

Available to the Public:
Workshops
Public Information Activities

MIDDLE EAST CENTER
University of Pennsylvania
839 Williams Hall
Philadelphia, PA 19104-6305
(215) 898-6335/6

Available to the Public:
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B. Select Arab-American Organizations

The hundreds of Arab-American organizations in the U.S. vary tremendously in the kind and extent of services available to the public. Many have valuable resources for educators interested in Arab-Americans or the Arab world.

The following is a select list of national and local (Wayne County) Arab-American organizations. Wayne County has been chosen as a local area for two reasons: first, Wayne County is the home of the largest, and one of the oldest, Arab-American communities in the U.S.; second, the Arab-American community in Wayne County often plays a leadership role in the cultural and educational life of the larger Arab-American community.

1. National Organizations:

National Association of Arab-Americans (NAAA)
2033 M Street, N.W.
Suite 900
Washington, D.C. 20036
(202) 467-4800

American-Arab Anti-Discrimination Committee (ADC)
1731 Connecticut Avenue
Suite 400
Washington, D.C. 20009
(202) 797-7662

Association of Arab-American University Graduates
(AAUG)
556 Trapelo Rd.
Belmont, MA 02178
(617) 484-5483

Americans for Middle East Understanding (AMEU)
475 Riverside Dr.
Room 771
New York, NY 10015
(212) 870-2053

2. Local (Wayne County) Organizations:

Arab Community Center for Economics and
Social Services
7651 Saulino Court
Dearborn, MI 48120
(313) 842-7010

Islamic Center of America
15571 Joy Road
Detroit, MI 48228
(313) 582-7442

Arab-American Media Society, Inc.
Penobscot Building
Suite 1450
Detroit, MI 48226
(313) 882-9693

Arab-American and Chaldean Communities
Social Services Council
111 East Kirby
Detroit, MI 48202
(313) 874-2320

C. Arab Embassies

In addition to their diplomatic function, most embassies have the important cultural function of educating the

American public about the country they represent. Many Arab embassies emphasize this educational role by making available a variety of resources, such as posters, booklets, maps, speakers, etc. The following is a list of Arab embassies:

Embassy of the Islamic Republic of Mauritania
2229 Leroy Place N.W.
Washington, D.C. 20008
(202) 232-5700

Embassy of the Republic of Iraq
1801 P St., N.W.
Washington, D.C. 20036
(202) 483-7500

Embassy of the Somali
Democratic Republic
600 New Hampshire Ave., N.W.
Suite 710
Washington, D.C. 20037
(202) 342-1575

Embassy of the Hashemite Kingdom of Jordan
3504 International Dr., N.W.
Washington, D.C. 20008
(202) 966-2664

Embassy of the People's Democratic Republic of Algeria
2118 Kalorama Rd., N.W.
Washington, D.C. 20008
(202) 328-5300

Embassy of the Arab Republic of Egypt
Educational and Cultural Bureau
2200 Kalorama Rd., N.W.
Washington, D.C. 20008
(202) 265-6400

Embassy of Lebanon
2560 28th St., N.W.
Washington, D.C. 20008
(202) 939-6300

Embassy of Oman
2342 Massachusetts Ave., N.W.
Washington, D.C. 20008
(202) 387-1980

Embassy of the Kingdom of Saudi Arabia
601 New Hampshire Ave.
Washington, D.C. 20037
(202) 342-3800

Embassy of the State of Bahrain
3502 International Dr., N.W.
Washington, D.C. 20008
(202) 342-0741

Embassy of Kuwait
2940 Tilden St., N.W.
Washington, D.C. 20008
(202) 364-2100

Embassy of the Kingdom of Morocco
1601 21st St., N.W.
Washington, D.C. 20009
(202) 462-7979

Embassy of the State of Qatar
600 New Hampshire Ave., N.W.
Suite 1180
Washington, D.C. 20037
(202) 338-0111

Embassy of the Democratic Republic of Sudan
2210 Massachusetts Ave., N.W.
Washington, D.C. 20008
(202) 338-8565

Embassy of the Syrian Arab Republic
2215 Wyoming Ave., N.W.
Washington, D.C. 20008
(202) 232-6313

Embassy of the United Arab Emirates
600 New Hampshire Ave., N.W.
Suite 740

Washington, D.C. 20037
(202) 338-6500

Permanent Mission of the Republic of Djibouti
to the United Nations
866 United Nations Plaza, Suite 4011
New York, NY 10017
(212) 753-3163

Permanent Mission of the Socialist People's
Libyan Arab Jamahiriya to the United Nations
309-315 East 48th Street
New York, NY 10017
(212) 752-5775

Embassy of the Republic of Tunisia
1515 Massachusetts Ave., N.W.
Washington, D.C. 20005
(202) 234-6644

Permanent Mission of the People's Democratic
Republic of Yemen to the U.N.
413 E. 51st St.
New York, NY 10022
(212) 752-3066

Embassy of the Yemen Arab Republic
600 New Hampshire Ave., N.W.
Washington, D.C. 20037
(202) 965-4760

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